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2015



قرار إجازة رسالة جامعية

تقرر إجازة الرسالة المقدمة من الطالبه دانية خالد الجراجره الموسومة بـ:

معوقات استخدام الحاسوب كوسيلة تعليمية من وجهة نظر معلمي ومعلمات الرياضيات

في منطقة الكرك

استكمالاً لمتطلبات الحصول على درجة الماجستير في مناهج واساليب تدريس عامة.

القسم: المناهج والتدريس.

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عميد الدراسات العليا

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(Three Way Anova)

Abstract

The obstacles of using computer as an instructional media from the point of view of the male and female teachers of mathematics in the directorate of Al-Karak

Dania Khalid Al-Jarajreh

Mu'tah university,2015

This study aimed at identifying the obstacles of using computer as an educational method .The study population consisted of all the male and female mathematic teachers in the public schools that belong to the directorate of Al-Karak who were about 207 male and female teachers. The study sample was chosen in the random stratified method with about (104) male and female teachers, among them were 40 males and 64 females teachers, which formed about 50% of the study population. In order to achieve the study objectives, an questionnaire was developed and its validity and reliability were verified. (Three Way Anova) was used to process the data statistically. The study results showed that the obstacles of using computer as an educational method from the point of view of the male and female teachers of mathematics in the directorate of Al-Karak was with a medium level. Result of questionnaire have also showed differences in the degree of difficulties regarding using computer as an instructional media and that refers to the different majors, advices of bachelor students and who have taken training courses, while there are no differences refer to the social factor. In the light of this results, the researcher has presented number of recommendations.

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 & \cdot \quad = 3 / (\quad - \quad) : \\
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 & \quad \quad \quad \quad \quad \quad 2.33=1+1.33 \\
 & \quad \quad \quad \quad \quad \quad 3.67=1.33+2.34 \\
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(Three Way ANOVA)

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1	.87	3.96	17
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3	1.10	3.81	16
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5	1.26	3.71	10
6	1.28	3.62	5
7	1.22	3.60	13
8	1.10	3.59	2
9	1.15	3.58	14
10	1.09	3.52	15
11	1.04	3.48	12
12	1.11	3.47	1
13	1.04	3.33	9
14	1.12	3.15	8
15	1.27	3.00	4
16	1.28	2.93	7
17	1.19	2.79	6
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6	1.02	3.27		4
7	.93	3.25		2
8	1.00	3.25		1
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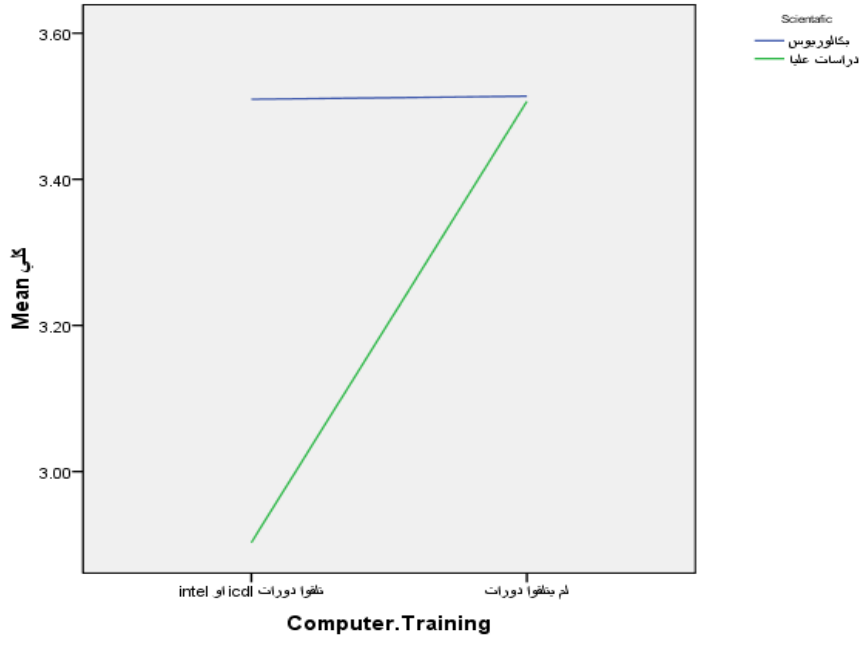
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